2025-2026

BMIT RESOURCE BOOK

Vision
Improving lives through education
Mission
Providing Access to Opportunity.
Core Values
We are Committed to Excellence.
We are Future-Focused.
We are Dedicated to Serving Others.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 7th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-522-1775 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.

Revised June 2025

TABLE OF CONTENTS

3 BMIT ACRONYMS
4 BMIT QUICK LINKS
5 BMIT CONTACT INFORMATION
6 BMIT HOMEPAGE, NEWS & UPDATES AND LISTSERVS
7 MISSOURI TEACHER CERTIFICATION CLASSIFICATION AND RENEWALS
9 APPROVED PROFESSIONAL COURSES FOR BUSINESS AND MARKETING TEACHER CERTIFICATION
10 PROFESSIONAL ORGANIZATIONS
11 PROFESSIONAL DEVELOPMENT
12 CURRICULUM SUPPORT
13 REQUIREMENTS AND PROCEDURES FOR BUSINESS AND MARKETING PROGRAMS
15 COMMON CRITERIA AND QUALITY INDICATORS FOR CAREER EDUCATION PROGRAMS
18 CAREER CLUSTERS
20 APPROVED COURSES
26 BUSINESS COURSE ENROLLMENT
29 MARKETING COURSE ENROLLMENT
30 IRC AND TSA ASSESSMENTS
33 PROGRAMS OF STUDY AND INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)
35 CAREER TECHNICAL EDUCATION CERTIFICATE (CTEC)
36 PROGRAM ADVISORY COMMITTEES
39 PLANNING AND CONDUCTING A STUDENT FOLLOW-UP STUDY
43 MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP)
44 POSTSECONDARY INTEGRATIONS
46 FUNDING
49 CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)
50 DECA - An Association of Marketing Students (formerly known as Distributive Education Clubs of America)
51 Future Business Leaders of America - FBLA
52 BMIT FAQ

BMIT ACRONYMS

- **ACTE**: Association for Career and Technical Education
- **BMIT:** Business, Marketing, and Information Technology
- **CTEC:** Career and Technical Education Certificate
- **CCE:** Cooperative Career Education
- **CCQI**: Common Criteria and Quality Indicators
- **CTSO**: Career and Technical Student Organization0
- **DECA**: formerly stood for Distributive Education Clubs of America Inc., longer an acronym
    - **CED**: Competitive Events Director
    - **CDC**: Career Development Conference
    - **CRLC**: Central Region Leadership Conference
    - **FLC**: Fall Leadership and State Officer Election Conference
    - **ICDC**: International Career Development Conference
    - **SAT**: State Action Team

    - **SBE**: School Based Enterprise
- **DESE**: Department of Elementary and Secondary Education
- **FBLA**: Future Business Leaders of America
    - **DLC**: District Leadership Conference
    - **LCA:** Lead Chapter Adviser
    - **ML**: Middle (Level) School
    - **MOSAIC:** Missouri Summer Adviser Innovation Conference
    - **NLC**: National Leadership Conference
    - **PD**: Professional Division
    - **SLC**: State Leadership Conference
    - **FLC**: Fall Leadership Conference
- **ICAP:** Individual Career and Academic Plan
- **IRC**: Industry Recognized Credential
- **LEA**: Local Education Agency
- **MBEA**: Missouri Business Education Association
- **MCDS:** Missouri Comprehensive Data System
- **MEMO:** Marketing Educators of Missouri
- **MSIP**: Missouri School Improvement Program
- **MOACTE**: Missouri Association for Career and Technical Education
- **NBEA**: National Business Education Association
- **OCCR:** Office of College and Career Readiness
- **PD:** Professional Development or Professional Division
- **SBE**: Supervised Business Experience
- **SME**: Supervised Marketing Experience
- **TSA**: Technical Skills Attainment

BMIT QUICK LINKS

- 50/50 Career Education Equipment/Educational Resource(s) Information Form Application for Approval of Career Education Programs
- Approved Business and Marketing Courses
- Approved TSA and IRC Guidance
- BMIT Email
- BMIT Homepage
- BMIT Listserv
- BMIT News and Updates
- Career Clusters
- CCE, SBE, SME Policies Letter
- Common Criteria and Quality Indicators for Career Education Programs (CCQI)
- CTE Certificate
- DECA
- Enhancement Grant Guidance
- FBLA
- FV2
- FV4
- Graduation Handbook
- Mentoring
- Perkins
- Personal Finance
- Professional Organizations
- Sample Program of Study
- Sample Instructional Management Plan
- Teacher Certification
- Teacher Educator Professional Courses
- Teacher Educator Programs

BMIT CONTACT INFORMATION

Business, Marketing, and Information Technology Education Staff
Office of College and Career Readiness
205 Jefferson Street
Jefferson City, MO 65101
Email: dese.bmit@dese.mo.gov
BMIT Homepage

Staff

Director
Larry Anders
larry.anders@dese.mo.gov
573-751-4367

Curriculum
Cooperative Education
Program Approval
Supervised Business/Marketing Experience/CCE

Assistant Director of Computer Science
Michael Corcoran
michael.corcoran@dese.mo.gov
573-526-9824

Computer Science
Artificial Intelligence

Supervisor
Jade Schmedding
jade.schmedding@dese.mo.gov
573-751-8679

Business Education Supervisor
FBLA State Adviser

Supervisor
Scott Jones
scott.jones@dese.mo.gov
573-522-6541

Marketing Education Supervisor
DECA State Advisor

Supervisor
Leslie Crider
leslie.crider@dese.mo.gov
573-522-6540

Mentoring Coordinator
Missouri ACTE/MCEA & MBEA Liaison
50/50 Coordinator
Collegiate DECA State Advisor
Collegiate FBLA State Advisor
Emerging Tech Coordinator
Listserv Manager

Administrative Assistant
Tracy Graham
Tracy.d.graham@dese.mo.gov
573-751-4367

FBLA/DECA Treasurer
BMIT Office Manager
Section Financial Data Manager

BMIT HOMEPAGE, NEWS & UPDATES, AND LISTSERVS

BMIT Webpage

BMIT News & Updates

Find the latest news and announcements on the BMIT News and Updates page. All communications sent on the listserv are posted on this page. Don't forget to bookmark!

IF YOU ARE A MISSOURI BUSINESS, MARKETING, OR CCE TEACHER, PLEASE JOIN THE BMIT LISTSERV.

Subscribe and unsubscribe to the BMIT Listserv here.

This listserv serves the business, marketing, and cooperative education teachers of Missouri. It has been created so the BMIT Director and educators have a place to share ideas and resources.

To post a message to all the list members, send an email to bmit@lists.mo.gov. Please put the program name and course name in the subject line of the email when posting to this listserv; e.g. MARKETING, ADVERTISING.

You can also search all the previous posts by searching the archives.

(This is now the ONLY listserv serving our teachers.)

MISSOURI TEACHER CERTIFICATION CLASSIFICATION AND RENEWALS

Certification Website

Certification Rule

The certification needed to teach business courses is the Business EDUC-COOP or Business EDUC. A marketing certification is necessary to teach marketing courses.

Teacher Certification Contact Information:

certification@dese.mo.gov
P. O. Box 480
Jefferson City, MO 65102
573-751-0051

Content-Specific Certification Required Coursework

Business Education Majors

- Accounting, six semester hours;
- Economics, six semester hours;
- Business/Consumer Related Law, three semester hours
- Business Communications, three semester hours;
- Management, three semester hours;
- Marketing, three semester hours;
- Computer/Emerging Technology, six semester hours;
- Electives, three semester hours; and
- Administration of Business and Marketing Education Programs, three semester hours.

Marketing Education Majors

- Management or Business Administration, three semester hours;
- Economics, six semester hours;
- Electives from Business, Management, or Entrepreneurship, nine semester hours;
- Marketing (suggested areas: Distribution, Financing, Marketing-Information Management, Promotion, Selling, Pro-duct/Service Management, International Marketing, and E-commerce Marketing), fifteen semester hours; and
- Coordination of Cooperative Education, three semester hours.

Refer to the applicable code of state regulations or the most current requirements.

Adding an Additional Area of Certification

A teacher who holds a valid Missouri professional teaching certificate may add areas of certification by completing the required coursework or by passing the appropriate designated assessment. Applicants must meet certification requirements in effect at the time of application. To request a transcript evaluation or apply for a new area of certification based on assessment, you will need to choose one of the following options:

1. Add by Coursework
    a. You will need to submit an online additional application. Copies of your transcripts must be mailed if transcripts are not currently on file with the department. Please do not submit an application until you have verified receipt of all transcripts. To determine if your transcripts are

currently on file, log into your certification account. Click on the education link located in the menu to the left of your profile screen. The screen must indicate that transcripts have been received. Transcripts should be mailed to Educator Certification, P.O. Box 480, Jefferson City, MO 65102. We do not accept faxed, scanned, or emailed transcripts.

2. Add by Assessment
    a. You will need to obtain Missouri's passing score on the designated assessment. Once you have passed the required assessment, you will need to complete and submit an online additional application. Please do not submit an application until you have verified receipt of your passing assessment score on your online educator profile screen. DESE receives all official score reports directly from the testing company.

More information, as well as links to the additional application and assessment information, can be found at https://dese.mo.gov/educator-quality/certification/mega-assessments.

Missouri Content Assessments

Marketing Certification Exam
Marketing Certification Exam
Format: Computer-based test; 120 multiple-choice questions
Time: 2 hours
Fees: $130 additional fees may apply

Business Certification Exam
Business Certification Exam Website
Format: Computer-based test; 120 multiple-choice questions
Time: 2 hours
Fees: $130 additional fees may apply

APPROVED PROFESSIONAL COURSES FOR BUSINESS AND MARKETING TEACHER CERTIFICATION

Business and Marketing Education Preparation Programs	5-9 Traditional Business Education	5-9 Alternative Graduate Business Education	9-12 Traditional Business Education	9-12 Alternative Graduate Business Education	9-12 Traditional Marketing Education	9-12 Alternative Graduate Marketing Education
Avila University			X	X	X	X
Baptist Bible College	X		X			
Central Methodist University			X			
Columbia College			X	X		
Cottey College			X			
Culver-Stockton College		X	X	X		
Evangel University	X		X			
Lincoln University	X		X			
Lindenwood University	X	X	X	X	X	
Missouri Baptist University	X		X		X	
Missouri State University			X	X		
Missouri Southern State University	X		X	X		
Missouri University of S&T	X		X			
Missouri Western State University			X	X		
Northwest Missouri State University	X	X	X	X	X	X
Rockhurst University			X			
Saint Louis University				X		
University of Central Missouri	X	X	X	X		
Westminster College			X			
William Jewell College				X		

PROFESSIONAL ORGANIZATIONS – STAY INSPIRED, STAY MOTIVATED

Membership in professional organizations is an essential part of a business and marketing educators' professional development. Professional organizations provide a sense of unity within the profession and offer members invaluable opportunities to network with colleagues and to develop leadership skills. Additional benefits members receive through state and national publications and conferences are updates on current legislation at all levels, hands-on training, workshops on the latest technologies and products, teaching strategies, curriculum issues, and business trends. Your membership is highly encouraged.

State Professional Organizations

BMIT Homepage: See the "Professional Opportunities" green drop-down.

Teaching is not an individual career; it's impossible to work as a classroom teacher and be entirely removed from your peers and colleagues. In fact, the strength of teachers often comes from their connections with other educational professionals. As a teaching student or working teacher, it's essential that you lean on your fellow educators and learn from your experience.

The earlier you can build your professional network and keep it growing, the more you may benefit as you get established in the field of education. Educational networking puts you in contact with other educators, educational administrators, and legislators that advocate for children's right to education.

https://www.educationdegree.com/articles/professional-organizations-for-teachers/

- Missouri Business Education Association (MBEA)
  MBEA members are business educators and other stakeholders who support the development of quality business education in Missouri. Membership includes enrollment in the national (Association of Career and Technical Education - ACTE) and state (Missouri Association of Career and Technical Education - MoACTE) levels of the association. MBEA is dedicated to supporting business educators through awards and recognition, professional development conferences in the fall and summer, district meetings throughout the year, networking educators with other teaching professionals, and more.
- Missouri Marketing Education Association
  MEMO members are marketing educators and other stakeholders who support the development of quality CTE education in Missouri. Membership includes enrollment in the national (Association of Career and Technical Education - ACTE) and state (Missouri Association of Career and Technical Education - MoACTE) levels of the association. MEMO members enjoy the benefits of membership which include professional development opportunities, access to professional networking with peers, CTE publications, and leadership recognition in your field of teaching.

JOIN MBEA OR MCEA TODAY!
Members have the first opportunity to register for the
BMIT Emerging Technology Workshops as well!
Visit ACTE online to join.

- Missouri Association for Career and Technical Education (Missouri ACTE)
  Missouri ACTE is the state association for persons interested in practical arts, career and technical education. The association promotes support, improvement, and expansion of programs in all career areas through legislative involvement and an annual conference.

National Professional Organizations

- Association of Career and Technical Education (ACTE)
  The Association for Career and Technical Education is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. Its mission is to provide educational leadership in developing a competitive workforce. ACTE offers legislative advocacy, leadership, and professional development opportunities to its nearly 40,000 members. Missouri is in Region III of ACTE, which consists of primarily Midwestern states. The annual ACTE convention held in December features dynamic speakers, in-service workshops, a national awards program, and a large trade show. The organization publishes *TECHNIQUES* — the member magazine — and Career Tech update — an online newsletter free to members. Business and marketing education are two of the 11 divisions of ACTE. Within the business education division, there are three affiliate organizations: National Association of Classroom Educators of Business Education (NACEBE), National Association of Supervisors of Business Education (NASBE), and National Association of Teacher Educators for Business Education (NATEBE). For more information about ACTE, call 800-826-9972. ACTE Website
- National Business Education Association (NBEA)
  The primary focus of NBEA is business education curriculum. Through publications and conventions, it provides numerous instructional strategies, in-service opportunities, resources, and research findings. NBEA Website

PROFESSIONAL DEVELOPMENT

Emerging Technology Workshops

The BMIT section coordinates the emerging technology workshops. These trainings are typically not offered during competitive events calendar dates. Topics vary each year and the content for the training may be differ during the week.

Information regarding registration for the workshops are distributed on the bmit listserv. Priority registration is given to MBEA and MCEA members. These trainings are provided FREE.

MOACTE Summer Conference

The Missouri Association for and Career and Technical Education Association Summer Conference is held every July in Springfield, Missouri. This is your opportunity to learn the latest trends in business and marketing education and to network with your peers. The MBEA and MCEA portion of the conference offers opportunities for teachers to hear from business and marketing professionals as well as business and marketing teachers. You must be a member to attend (see page 9 for more details).

CURRICULUM SUPPORT

MBA Research

All public schools in Missouri receive significant price discounts on most products and services. With minor exceptions, discounts on MBA Research products are 30%. In addition, members receive a 5% - 10% discount off listed prices on resale products supplied by various other vendors.

Our full membership provides many benefits, including these free and discounted resources.

- MBA Curriculum Builder Software
- Program-of-Study Kits
- Course Guides
- Ethics Case Studies
- Vetted WWW Bookmarks
- Projects to Support PBL
- Work-Based Learning (WBL) Resources
- Rubrics and Scenarios
- Standards
- Two sets of state crosswalks per year free; 50 percent discount on additional
- State's Connection: State-centric postings to this password-protected, state specific web site designed

Access Materials here.

MBA Research has also developed High School of Business, a series of college-inspired business administration courses available to high schools. The program contains six total required courses: Principles of Business, Business Economics, Principles of Marketing, Principles of Finance, Principles of Management, Business Strategies (capstone course) and two optional courses — Leadership and Wealth Management. The courses are built around industry-validated curriculum standards. Additionally, the potential for college-credit is available for some courses through partnership with local colleges and universities. The program provides all curriculum, professional development, and support. Many activities pair with the co-curricular elements of CTSOs like FBLA and DECA.

Missouri has funds available to help reduce the initial costs of purchasing and developing a High School of Business Program.

For more information, visit MBA Research's page here, or speak with a BMIT staff member.

For the full list of membership benefits, visit the MBA Research and Curriculum Center website.

REQUIREMENTS AND PROCEDURES FOR BUSINESS AND MARKETING PROGRAMS

Requirements

In order to remain in good standing as an approved program, the program must consistently maintain **all** components of an approved program, as outlined in Assurances section found on the Application for Approval of Career Education Programs.

In addition to those outlined on the application, an approved program must also offer three sequential credits each year. These credits should be in the same career cluster.

Program Overview

The Missouri State Plan for Career Education makes provisions for approved secondary, postsecondary, and adult career education business and marketing classes. Districts that seek program approval for career education business and marketing programs must prepare and submit an Application for Approval of Career Education Program between September 1 and May 1 prior to the fiscal year in which the classes will start. This application should be submitted to the Business, Marketing, and Information Technology Education Section of DESE.

Application for Career Education Program

Districts that would like to apply for an approved career education program must prepare and submit the Application for Approval of Career Education Programs to DESE's Director of Business, Marketing, and Information Technology Education (BMIT Director) must do so between **September 1 and May 1** (no exceptions) prior to the fiscal year in which the program will start.

Please note that the program code for business is 0204 and 0404 for Marketing.

1. If you are already an approved program, you do not need to complete the application if you wish to teach a different and/or additional course(s).
2. If you need to add an instructor to the approved program, you need only to complete the second page of the application, and the application is considered a program **Expansion**. You do not need to supply the Supporting Document Requirements listed on page 1 of the application, only complete page 2.

Program Reactivation

The superintendent should contact the BMIT Director before May 1 to request that a career education program be reactivated. If the program has been inactive more than two years, the Application for Approval of Career Education Programs must be submitted between September 1 and May 1 prior to the fiscal year in which the program will start.

School districts that have an approved business and marketing education program are able to report all approved courses found on approved list page in the DESE data collection system.

Comprehensive High Schools and Area Career Centers

Approved programs at both comprehensive high schools and area career centers should consist of a program of study. A program of study includes a sequence of courses that leads to a career path.

The comprehensive high school, area career center, and postsecondary institution should work together to plan a program of study that provides for transition from one level to the next. The articulated curriculum allows students to progress with continuity and without hindrance.

Comprehensive high schools and area career centers have flexibility to offer semester courses, yearlong courses and blocks of credit.

Supervised Work Experiences

In addition, Supervised Business Experience (SBE-034380) or Supervised Marketing Experience (SME-040080) programs may be offered to students.

The Supervised Business Experience (SBE) and the Supervised Marketing Experience (SME) courses are examples of Cooperative Career Education (CCE), formerly COE. The CCE guidelines must be followed for each of the SBE and SME program, with each program having its own additional guidelines.

The SBE and SME programs are learning experiences which are an extension of the business or marketing education classroom. The programs provide on-the-job work experience that give students the opportunity to apply the knowledge and skills they have acquired through classroom instruction. Students have the opportunity to make the connection with "real world" expectations in terms of accuracy of work, production, staying on task, responsibility for work — all the components which are emphasized in the classroom setting. The work experience reinforces the importance of interpersonal skills which gives students a forum to develop positive workplace experiences. The SBE and SME programs facilitate the transition from the classroom to the workplace.

These programs must be well-planned and adequately supervised by school district personnel to ensure the school district's eligibility for state and federal funds and to justify the awarding of credit to participating students. SBE and SME programs may also become an important part of school and district school-to-work programs.

Review DESE's Cooperative Education Handbook for more information such as program overviews, policies, and sample forms.

In both SBE and SME, the teacher who supervises students on the job must be the same teacher for the associated classroom course.

COMMON CRITERIA AND QUALITY INDICATORS FOR CAREER EDUCATION PROGRAMS

Common Criteria and Quality Indicators (CCQI) Website

CCQI Criteria

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining, and evaluating quality career education programs.

CRITERIA 1 — PROGRAMS OF STUDY

The district has implemented programs of study for each department-approved CTE program offered which sequences academics and CTE content, leading students to attain a postsecondary degree, industry-recognized certificate or credential (IRC), or entry into the workplace with a skill set conducive toward career advancement.

- Quality Indicator 1: The programs of study include vertically aligned and incorporate secondary and postsecondary education elements.
- Quality Indicator 2: The programs of study include horizontally aligned academic and CTE content in a coordinated, non-duplicative progression of courses.
- Quality Indicator 3: Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and/or apprenticeship agreements related to the CTE program.
- Quality Indicator 4: The programs of study lead to a DESE-recognized industry-recognized certificate or credential (IRC) or stackable credential at the secondary level (if applicable) and/or leads to a DESE-recognized IRC and/or dual credit at the postsecondary level.

CRITERIA 2 — CURRICULUM

The CTE program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.

- Quality Indicator 1: The written curriculum guide includes the required MSIP6 components (TL3D), Career and Technical Student Organization (CTSO) leadership content, and is aligned with appropriate state and national academic and technical standards (TL3E).
- Quality Indicator 2: The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.

CRITERIA 3 — INSTRUCTION

Written curriculum drives classroom instruction.

- Quality Indicator 1: Scope and sequence and lesson plans derived from the curriculum guide are used to direct the instructional process.
- Quality Indicator 2: A variety of instructional methods and strategies are used to accommodate learning needs.
- Quality Indicator 3: Effective research-based classroom management techniques facilitate instruction.
- Quality Indicator 4: Program goals, measurable learner objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.
- Quality Indicator 5: School, community, and industry resources are effectively used to achieve curricular and program goals.
- Quality Indicator 6: Appropriate technology, equipment, and instructional materials are used to support the curriculum and instructional process.
- Quality Indicator 7: Work-based learning supports program objectives, where appropriate.
- Quality Indicator 8: Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

CRITERIA 4 — ASSESSMENT

A system is in place to measure student progress through appropriate assessments

- Quality Indicator 1: Effective assessment practices are used to monitor student learning and adjust instruction.
- Quality Indicator 2: A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.

CRITERIA 5 — CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

- Quality Indicator 1: The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.
- Quality Indicator 2: The CTSO program of work includes leadership skills, career competency, community service, and school service.
- Quality Indicator 3: Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.
- Quality Indicator 4: All students enrolled have the opportunity to participate in CTSO activities
- Quality Indicator 5: The local CTSO chapter is recognized for meeting state and/or national organization standards.

CRITERIA 6 — PROGRAM MANAGEMENT AND PLANNING

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

- Quality Indicator 1: The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that includes parents/guardians, students, administration, community/business/industry representatives with a relevant background.
- Quality Indicator 2: There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, IRC results; student, graduate, and employer (if applicable) feedback; and trended data, as applicable.
- Quality Indicator 3: An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, the related CTSO, program activities, equipment, maintenance, supplies, and materials.
- Quality Indicator 4: The qualified instructor participates in ongoing, high-quality, program specific professional development activities.
- Quality Indicator 5: Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented, and updated regularly.
- Quality Indicator 6: The program allows students to receive the CTE Certificate.

Additional CCQI Information

- **Content** - The information entered should reflect the **current** school year.
- **1 per program** - Even if there are several teachers in the business or marketing program, only ONE FORM is submitted for the program.
- **All programs** - All approved CTE programs must submit the CCQI in odd fiscal years.

Entering into the Tiered Monitoring System (TMS)

- The CCQI data is entered into the Tiered Monitoring System (TMS). The TMS is available in the DESE Web Applications system.
- Only certain individuals in your building, maybe district, have access to the TMS.

Procedure

- If you don't have access to the TMS, print a hard copy of the CCQI form.
- Complete the form.
- Give to person in your building/district who is responsible for entering it into the TMS.
- Make sure this person selects "Generate Draft" before hitting submit.
    - The draft is a PDF of the completed form.
    - Make sure they email you the PDF prior to submitting to DESE so you can ensure it is correct.
    - Once it's submitted, it cannot be edited without deleting the original submission.
    - Keep the form for your records. It will help you see your strengths, weaknesses, and show your improvement/decline the next time your program needs to submit the CCQI.

- **Due Date** - June 1 of odd fiscal years

CAREER CLUSTERS

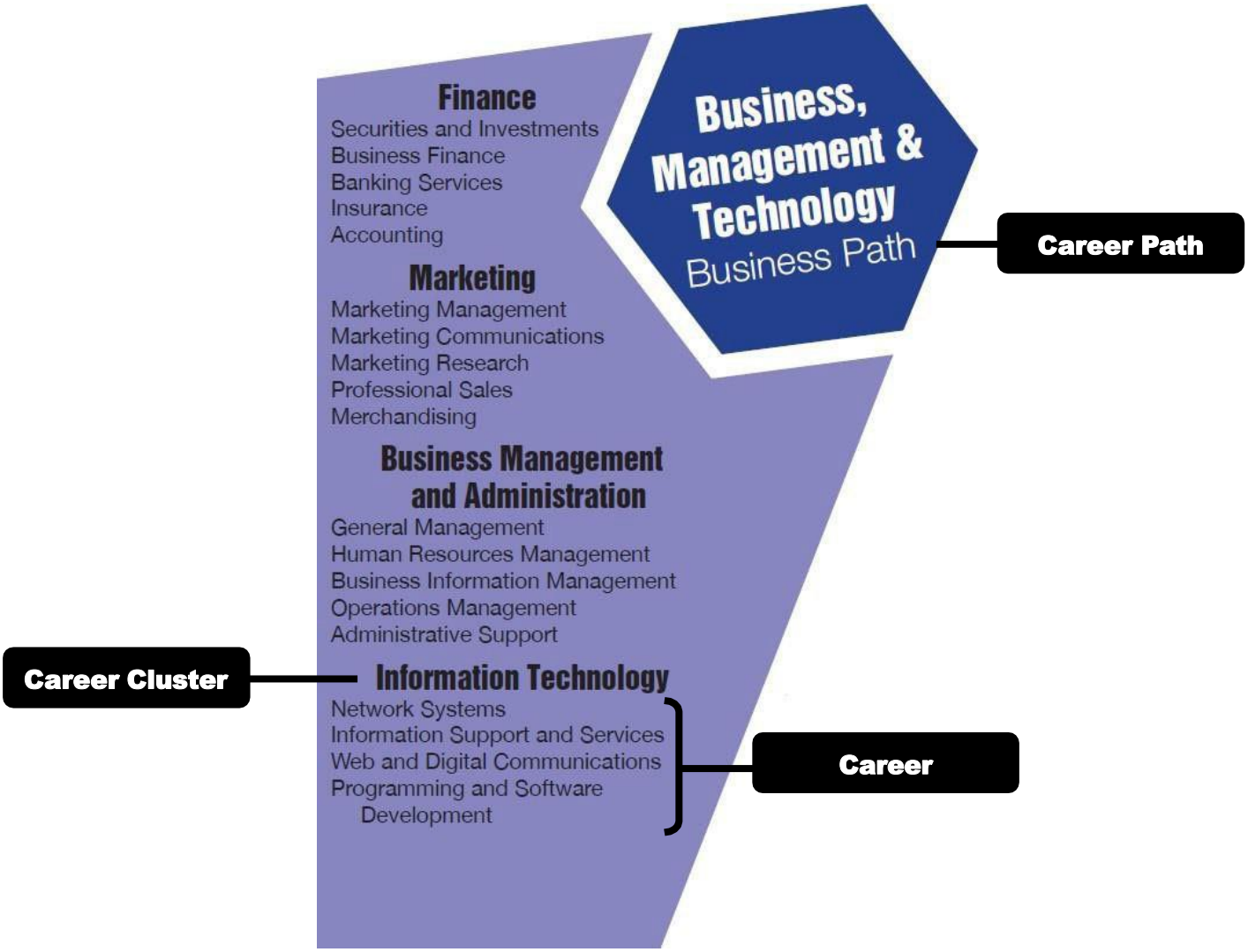
Career Clusters Website

[Changes are in the research stage]

Missouri uses 16 Career Clusters as a way of organizing occupations and careers to assist educators in tailoring rigorous coursework and related activities for all students. Instruction and other learning experiences organized by Career Clusters offer students core academics and other activities that match student skills and interests. All occupations are included in the Career Clusters framework, even those not usually found in career and technical education. Career Clusters may be used beginning in grades 7, 8, or 9 and can continue as a framework for educational planning through postsecondary education.

Missouri's Seven Core Concepts for Career Clusters

1. Learning should be student-centered.
2. Instruction should integrate academic education, career development, and career and technical education.
3. Connections should be enhanced among secondary education, postsecondary education, business, and economic development.
4. Rigorous and relevant academics are needed by all students, whatever their educational and career plans.
5. Secondary school instruction should prioritize foundational knowledge and skills for career preparation above job preparation.
6. Industry-verified standards should serve as a benchmark for career and technical education.
7. School reform is needed to prepare students for success in the 21st century workforce.



The BMIT section focuses on four of the sixteen Career Clusters. The Business Path is divided into four Career Clusters:

Business Management and Administration
Cluster #4
Program Code 0204

Core Courses

Course #	Course Title
034403	AP Business Principles
034320	Business Communication
034321	Business Law
034301	Business Management
034305	Entrepreneurship
034193	IB Business & Management
034300	Introduction to Business
034205	Legal Administrative Assistant
034380	Supervised Business Experience

Finance
Cluster #6
Program Code 0204

Core Courses

Course #	Course Title
034310	Accounting I
034312	Accounting II
156895	AP Macroeconomics
156995	AP Microeconomics
034303	Banking & Financial Services
034332	Business Economics
156393	IB Economics
996400	Personal Finance

Information Technology
Cluster #11
Program Code 0204

Core Courses

Course #	Course Title
991195	AP Computer Science A
991196	AP Computer Science: Principles
034330	Business Technology
034352	Computer Applications
034355	Computer Programming
034400	Computer Science I
034401	Computer Science II
034402	Cybersecurity
034353	Graphic Arts/Desktop Publishing
034356	Multimedia
034354	Network Administration
034393	Web Design

Marketing
Cluster #14
Program Code 0404

Core Courses

Course #	Course Title
040002	Advanced Marketing
040009	Advertising
040015	Digital Marketing
040011	Entrepreneurship
040013	Fashion Merchandising
040001	Fundamentals of Marketing
040018	Hospitality Management
040019	Leadership in the Workplace
040005	Management
040021	Marketing Research
040006	Retailing
040014	Sports and Entertainment Marketing
040081	Supervised CCE Employment
040080	Supervised Marketing Employment
040017	Travel and Tourism

All courses/programs include classroom/laboratory instruction and leadership training through the appropriate Career and Technical Student Organization – FBLA for an approved business program and DECA for an approved marketing program.

APPROVED COURSES

Note for business and marketing courses: The grade level in which to offer each course, course length (semester versus year-long) and course prerequisites are a local decision.

Business Program Code: 0204
Complete Course Units and Objectives
(Individual course unit titles are listed under each course, where available.)
National Business Education Association Standards
MBA Research Standards

Cluster: Business, Management & Administration #4

AP Business Principles Cluster: Business, Management & Administration #4

AP Business Principles is an introductory course designed for students interested in exploring business concepts such as marketing, finance, accounting, and strategy. Through case studies of real businesses, students will analyze how companies create value, meet customer needs, and earn profits. The course also includes a flexible structure allowing students to work on a business project, explore entrepreneurship, and apply personal finance topics. AP Business Principles equips students with foundational business skills, preparing them for further studies or a career in business.

Business Communication Cluster: Business, Management & Administration #4

This course provides reinforcement of students' basic language arts skills (composition, grammar, spelling, punctuation, etc.) and development of essential competencies for oral and written communication in today's technological workplaces. Emphasis is placed on using the computer to compose and produce accurate and effective documents (including e-mail messages, letters, memos, reports, etc.) for personal and professional purposes. Using technology (presentation software and telecommunications) to develop oral communication skills such as making presentations, giving instructions, interviewing, and making reports in an effective manner is reinforced in this course.

Business Law Cluster: Business, Management & Administration #4

This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees through a mixture of personal, business, and consumer law. The content includes the basic characteristics of the American system of free enterprise, rights of private property, basic elements of contracts, employer-employee relations, landlords and tenants, individual rights, wills and estates, family and juvenile justice law, and community property.

Business Management Cluster: Business, Management & Administration #4

This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The course also introduces the use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control.

Entrepreneurship Cluster: Business, Management & Administration #4

This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business within the private free enterprise system. Topics of study will include learning the advantages and disadvantages of owning a business, preparing a business plan, choosing a location, securing a loan, determining organizational structure, and promoting a business.

IB Business & Management Cluster: Business, Management & Administration #4

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing, and operations management.

Introduction to Business Cluster: Business, Management & Administration #4

This course is designed to introduce students to how business works in today's society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, the government's role in business, and technology in the business world.

Legal Administrative Assistant Cluster: Business, Management & Administration #4

A program that prepares individuals to serve as legal office managers, special assistants, and legal secretaries. It includes instruction in office management, secretarial science, principles of US law, legal terminology and documentation, legal research, legal software application, law office procedures, record-keeping, billing, applicable policies and regulations, and professional standards and ethics. It may include preparation for individuals to serve as court reporters, captioners, and scopists. Instruction may include machine shorthand theory used in court reporting and broadcast captioning and computer-assisted translation (CAT) software.

Supervised Business Experience (SBE) Cluster: Business, Management & Administration #4

Students who have taken business courses in a particular career path are given the opportunity to work in a related occupation while still enrolled in school. The teacher-coordinator works with business and industry to place students in an occupation that will further develop the competencies acquired by the student through class work.

Cluster: Finance #6

Accounting I Cluster: Finance #6

This course is designed to build a basic understanding of manual and automated accounting principles, concepts, and procedures. Activities include using the accounting equation, completing the accounting cycle, entering transactions to journals, posting to ledgers, preparing end-of-period statements, and reports, managing payroll systems, completing banking activities, calculating taxes, and performing other related tasks.

Accounting II Cluster: Finance #6

This course is designed to help students acquire a more thorough, in-depth knowledge of accounting procedures and techniques used in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporations, preparing formal statements and supporting schedules, and using inventory and budgetary control systems. Computer applications should be integrated in each appropriate instructional unit.

AP Macroeconomics Cluster: Finance #6

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. The course also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

AP Microeconomics Cluster: Finance #6

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.

Banking and Financial Services (See Personal Finance Listed Below) Cluster: Finance #6

The finance course applies money and economic concepts to the development of personal financial goals and to the preparation of students for careers in which they plan, manage, and analyze the financial and monetary aspects and success of business enterprises. Skills in money management deal with the study of basic concepts of economics, insurance, credit, savings, investments, and budgeting — skills needed for productive citizenship. The course may also cover such business financial matters as business cycles, opportunity costs, cost-benefit analysis, methods of financing businesses, stocks and bonds, profit and loss, and others.

Business Economics Cluster: Finance #6
This course is designed to help students understand economic concepts necessary for their participation in a capitalist system as wage earners, business owners, producers, and investors. Basic economic concepts like supply and demand, competition, growth, and stability are emphasized. Topics include the government's role in the economy, the sharing of economic risks, and the effect of inflation and monetary policies on national and international economics.

IB Economics Cluster: Finance #6
The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies.

Personal Finance Cluster: Finance #6
See page 24

Cluster: Information Technology #11

AP Computer Science A Cluster: Information Technology #11
See page 25

AP Computer Science Principles Cluster: Information Technology #11
See page 25

Business Technology Cluster: Information Technology #11
This course is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office tasks, the production of quality work using advanced features of business software applications, and the production of high-quality employment portfolios and job-seeking documents. In addition, this course provides training or skills many employers find deficient, such as dealing with other people, using the telephone, organizing work, and handling other crucial tasks.

Computer Applications Cluster: Information Technology #11
This course is designed to help students master beginning and advanced skills in the areas of word processing, database management, spreadsheet applications, desktop publishing, multimedia, Internet usage, and integrated software applications.

Computer Programming Cluster: Information Technology #11
This course focuses on converting problems into detailed plans, writing code into computer language, testing, monitoring, debugging, documenting, and maintaining computer programs. Students will also design programs for specific uses.

Computer Science I Cluster: Information Technology #11
See page 25

Computer Science II Cluster: Information Technology #11
See page 25

Cybersecurity Cluster: Information Technology #11
Cybersecurity is the body of technologies, processes, and practices designed to protect networks, computers, and data from attack, damage, and unauthorized access. Cybersecurity teaches students to spot vulnerabilities, fend off attacks, and immediately respond to emergencies.

Graphic Arts/Desktop Publishing Cluster: Information Technology #11

Students develop proficiency in using graphic arts/desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.

Multimedia Cluster: Information Technology #11

Students will work with multimedia software to develop electronic presentations. They will learn how to manipulate text, art and graphics, photography, animation, and audio and video for presentations in various media formats.

Network Administration Cluster: Information Technology #11

Students apply problem-solving skills to business situations exploring computer maintenance activities. Students will analyze software problems, install software applications programs and customize defaults, connect components of a local area network, use basic network protocol and troubleshoot network problems.

Web Design Cluster: Information Technology #11

This course deals with the use of web programming languages (HTML, JavaScript, etc.), graphics applications and other web authoring tools to design, edit, launch and maintain websites and pages. Such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation, and emerging Web technologies will be included.

ADDITIONAL COURSE INFORMATION

Personal Finance Cluster: Finance #6

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving and credit decisions, and to make effective use of income to achieve personal financial success. Personal Finance Course Level Expectations: https://dese.mo.gov/media/pdf/personal-finance-standards

Personal Finance Overview

As part of their curriculum, students in Missouri must earn a 1/2 credit in the area of Personal Finance. Students who are receiving personal finance credit from embedded coursework: The online assessment is REQUIRED. The pass rate is the district's decision.

Students attempting to "test out" and receive personal finance credit toward graduation: The online assessment is REQUIRED. Students must attain a score of 90% or higher to receive personal finance credit.

Students who are enrolled in a stand-alone personal finance course: The online assessment is OPTIONAL. Participation, however, permits the district to evaluate student achievement with an assessment fully aligned to state standards.

A student may take the Personal Finance Assessment ONE time per testing window.

The Personal Finance Assessment is provided at no cost to districts.

Personal Finance FAQ:

1. In what grades may the state Personal Finance class and/or the Assessment be taken?
   It is recommended that the Personal Finance course be completed after the ninth grade because of the specific content and its relevance for persons reaching the age at which they must begin to assume financial responsibilities. However, grade level designations are not included in the Rule, so the grade level at which Personal Finance may be taught is ultimately an individual school district's decision. Although the Graduation Handbook does refer to specific grade levels at which the course is to be offered, that document is meant for technical assistance only.

2. What is the "test out" option?
   Districts have the option to allow students to "test out" in order for that student to receive the ½ unit of credit in Personal Finance required to graduate. To "test out," a student must attain a score of 90% or higher on the Personal Finance Assessment.

3. What is the pass rate for the Personal Finance Assessment?
   For students attempting to "test out," the passing rate is 90%. Districts have the flexibility to set their own passing rate for all other students who take the Personal Finance Assessment.

4. How many times can a student take the Personal Finance Assessment?
   A student may take the Personal Finance assessment one time per assessment window. This includes those students attempting to "test out."

Computer Science I Cluster: Information Technology #11

Computer science is the study of computers and algorithmic processes, including their principles, their hardware and software designs, their implementation, and their impact on society (Tucker et.al, 2006, p.2). Computer science focuses on understanding why computers work and how to create those technologies.

Beginning in the 2020-21 school year, all teachers must have certain qualifications to teach computer science. Please visit https://dese.mo.gov/media/pdf/computer-science-approved-trainings-and-courses for the Computer Science Performance Standards Guidance document for more information.

The curriculum used must incorporate the Missouri Computer Science Performance Standards before the course can be coded to 034400-Computer Science I.

Computer Science II Cluster: Information Technology #11

Computer science is the study of computers and algorithmic processes, including their principles, their hardware and software designs, their implementation, and their impact on society (Tucker et.al, 2006, p.2). Computer science focuses on understanding why computers work and how to create those technologies.

AP Computer Science A Cluster: Information Technology #11

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

AP Computer Science Principles Cluster: Information Technology #11

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems — including the internet — work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Beginning in the 2020-2021 school year, all teachers must have certain qualifications to teach computer science. Please visit DESE's list of approved Computer Science training courses for the Computer Science Performance Standards Guidance document for more information.

The curriculum used must incorporate the Missouri Computer Science Performance Standards before the course can be coded to 034401-Computer Science II.
Beginning on or after July 1, 2023, each public high school and charter high school shall offer at least one computer science course in an in-person setting or as a virtual or distance course option. This does not change any graduation requirements – the change is to require universities to accept it towards admission for science or practical arts credit. Any computer science course offered must be in the school's course catalog on or before June 13 of each year.

BUSINESS COURSE ENROLLMENT

Students enrolled in multiple courses are counted in each course.

	Business Course Enrollments 2023-24	Number of Students
Business Management and Admin Cluster #4	AP Business Principles	0
	Business Communications	2,368
	Business Law	2,996
	Business Management	5,897
	Entrepreneurship	4,419
	IB Business & Management	95
	Introduction to Business	13,001
	Legal Admin. Assistant/Secretary	0
	Supervised Business Experience	1,263
Finance Cluster #6	Accounting I	4,124
	Accounting II	430
	AP Macroeconomics	254
	AP Microeconomics	173
	Banking and Financial Services	592
	Business Economics	576
	IB Economics	18
	Personal Finance	37,915
Information Technology Cluster #11	AP Computer Science A	0
	AP Computer Science	
	Business Technology	4,061
	Computer Applications	15,141
	Computer Programming	1,141
	Computer Science I	902
	Computer Science II	85
	Cybersecurity	836
	Graphic Arts/Desktop Publishing	4,130
	Multimedia	5,110
	Network Administration	608
	Web Design	3,085

	2022-2023	2023-24
Total Secondary CTE Enrollment (9-12)	319,038	322,294
Secondary Business Student Enrollment (9-12)	107,605	109,223

FBLA Membership 2024-25	
Middle	733
High School	12,678
Collegiate	106
Total	**13,517**

Marketing and Cooperative Education
Program Code: 0404
Cluster: Marketing #14
Complete Course Units (Individual course unit titles are listed under each course, where available.)

Cluster: Marketing #14

Advanced Marketing (Marketing II) **Cluster: Marketing #14**
An instructional program for students who are preparing for a career in the field of marketing and management. Instruction will prepare students to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, market research, and management. The program may utilize the Supervised Marketing Experience to support classroom instruction.

Advertising **Cluster: Marketing #14**
An instructional program that describes the creation, execution, transmission, and evaluation of commercial messages concerned with the promotion and sales of products and services.

Digital Marketing **Cluster: Marketing #14**
Digital Marketing introduces students to the dynamic world of digital marketing. The course furthers students' understanding and skills in using digital channels and tools to promote products and deliver messages, developing and implementing digital marketing campaigns, and using data analytics to evaluate and quantify digital marketing efforts.

Entrepreneurship **Cluster: Marketing #14**
An instructional program that provides a background for the development and operation of a business, starting with the role of the entrepreneur in our economy and including development of a business plan and the application of specific marketing skills and concepts within the business environment.

Fashion Merchandising **Cluster: Marketing #14**
A program that prepares individuals to promote product lines/brands and organize promotional campaigns at the wholesale level to attract retailer interest, wholesale purchasing and supply contracts. This course includes instruction in wholesaling, wholesale advertising, selling, and customer relations.

Fundamentals of Marketing (Marketing I) **Cluster: Marketing #14**
An instructional program for students who are interested in a career in the field of marketing and management. This course includes instructional areas designed to provide an understanding of the fundamental marketing processes and an orientation to the American free enterprise system. The program may utilize the Marketing Education internship to support classroom instruction.

Hospitality Management **Cluster: Marketing #14**
A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. This program includes instruction in principles of operations in the travel and tourism, hotel and lodging , food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

Leadership in the Workplace **Cluster: Marketing #14**
This project-based leadership course develops student understanding and skills in such areas as emotional intelligence, professional development, and communication. Students acquire an understanding and appreciation of the need for leadership at school, at home, and in the community. The capstone activity of the course is the implementation of a service-learning project. Throughout the course, students are presented

problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course. Suggested for grades 9 and 10.

Management **Cluster: Marketing #14**

An instructional program that generally describes the planning, organizing, and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions and decision making.

Marketing Research **Cluster: Marketing #14**

An instructional program that prepares individuals to provide analytical descriptions of consumer behavior patterns and market environments to marketing managers and other business decision-makers. Includes instruction in survey research methods, research design, new products test marketing, exploratory marketing, consumer needs and preferences analysis, geographic analysis, and applications to specific products and markets.

Retailing **Cluster: Marketing #14**

An instructional program that prepares individuals to apply marketing skills in retail establishments. Principles, practices, and procedures are taught as related to the field of retailing.

Sports and Entertainment Marketing **Cluster: Marketing #14**

An instructional program that focuses on marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.

Supervised Marketing Experience (SME) **Cluster: Marketing #14**

Students are placed in employment that directly contributes to the development of the competencies necessary for successful employment in the field of marketing. The student must be concurrently enrolled in a marketing course. This is a cooperative vocational education program and must follow guidelines established for these programs.

Travel and Tourism **Cluster: Marketing #14**

A program that prepares individuals to manage travel related enterprises and related convention and/or tour services. Includes instruction in travel agency management tour arranging and planning, convention and event planning, travel industry operations and procedures, tourism marketing and promotion strategies, travel counseling, travel industry law, international and domestic operations, and travel and tourism policy.

Cooperative Career Education

Cooperative Career Education (CCE) 1 (Program Code 0304) Cluster: Marketing #14

An instructional program that provides essential skills for career planning and advancement. It helps students develop occupationally specific skills and career development competencies in a cross-section of career areas. An internship component that matches the student career goals is also provided. This course must be concurrent with Supervised CCE.

Cooperative Career Education (CCE) 2 (Program Code 0304) Cluster: Marketing #14

An instructional program offering preparation for employment in a wide range of occupations. Students enrolled in the program will receive classroom training and supervised employment in a variety of occupational areas, including agribusiness, office, marketing, health, and trades. Where enrollment in a particular occupational area is sufficient or where more than one teacher/coordinator is employed, instruction should be delivered through occupationally specific programs. CCE programs may operate as either:

(a) Two consecutive years of enrollment, with the junior year for classroom preparation for employment and the senior year for specialized classroom occupational training with supervised employment. It is recommended that only students with senior standing be placed in supervised employment.

(b) A senior-year-only offering, with or without prerequisites to qualify applicants, that has specialized classroom occupational training with supervised employment. This course must be concurrent with Supervised CCE.

Supervised Cooperative Career Education (CCE) **Cluster: Marketing #14**

Students **must** be enrolled in CCE1 or CCE2 while enrolled in Supervised CCE. This is the work experience part of the course.

MARKETING COURSE ENROLLMENT

Students enrolled in multiple courses are counted in each course.

Marketing Course Enrollments 2023-24	Number of Students
Advanced Marketing	1,808
Advertising	351
Entrepreneurship	1,298
Digital Marketing	0
Fashion Merchandising	92
Fundamentals of Marketing	8,763
Hospitality Management	262
Leadership in the Workplace	330
Management	298
Marketing Research	59
Retailing	457
Sports and Entertainment Marketing	2,150
Supervised Marketing Experience	1,463
Travel and Tourism	182
Cooperative Career Education 1	482
Cooperative Career Education 2	148
Supervised CCE Employment	623

	2022-2023	2023-2024
Total Secondary CTE Enrollment	319,038	322,294
Secondary Marketing Student Enrollment	18,505	18,766

DECA Membership 2024-25

High School	7708
Collegiate	245
Total	**7953**

IRC AND TSA ASSESSMENTS

Business and Marketing Approved IRC and TSA Assessments
An IRC is also a TSA. A TSA is not necessarily an IRC. Always refer to the "New IRC and TSA Guidance" for the most current version of approved exams.

Identification of Stackable Credentials
Beginning in school year 2020-2021, students earning two stackable credentials in a program area will have the same effect on a district's APR as earning an IRC. Our current working definition of a stackable credential is: *A series of aligned, recognized, preferred, and/or required credentials (stackable) within an industry or sector that support an individual's ability to obtain related career employment.*

Business, Management and Administration

IRC Accredited Legal Professional – NALS: The Association of Legal Professionals
TSA Entrepreneurship – MBA Research
IRC Fundamental Business Concepts – ASK
TSA Missouri Business Management – MBA Research
TSA Missouri Business Management and Entrepreneurship – MBA Research

Finance

TSA Accounting Basic – NOCTI
IRC ASK
TSA Finance - End of Program – MBA Research

Information Technology

IRC Adobe Certified Associate (ACA)
IRC C++ Certified Associate Programmer
IRC Certified Internet Web Professional – CIW
IRC Cisco Certified Entry level Network Technician (CCENT)
TSA Cisco Certified Network Association (CCNA) Final Exam – Cisco Networking Academy
IRC Cisco Certified Networking Associate Security (CCNA Security)
TSA Cisco CCNA Discovery Final Exam – Cisco Networking Academy
TSA Cisco CCNA Exploration Final Exam – Cisco Networking Academy
TSA Cisco CCNP Final Exam – Cisco Networking Academy
TSA Cisco I.T. Essentials Final Exam – Cisco Networking Academy
IRC CompTIA A+ Certification
IRC CompTIA Network+
IRC CompTIA Security
IRC CompTIA Strata
TSA Computer Maintenance and Networking – TestOut
TSA Computer Maintenance Technology – SkillsUSA
TSA Computer Networking – NOCTI
TSA Computer Programming – NOCTI
TSA Computer Repair Technology – NOCTI
IRC Final Cut Certified Pro
TSA Internetworking – SkillsUSA
IRC Microsoft MTA
IRC Microsoft Office Specialist
TSA Missouri IT Sequence 1 (50% Computer Applications; 50% Business Technology) – NOCTI
TSA Missouri IT Sequence 2 (50% Computer Applications; 25% Desktop Publishing; 25% Multimedia) – NOCTI

TSA Missouri IT Sequence 3 (50% Computer Applications; 25% Desktop Publishing; 25% Web Design) – NOCTI
TSA Missouri IT Sequence 4 (50% Computer Applications; 25% Web Design; 25% Multimedia) – NOCTI
TSA Missouri IT Sequence 5 (25% Computer Applications; 25% Desktop Publishing; 25% Multimedia; 25% Web Design) – NOCTI
IRC Network Pro (Teacher must have signed proctoring agreements on file.)
IRC Oracle Database SL Fundamentals I
IRC Security Pro (Teacher must have signed proctoring agreements on file.)
IRC TestOut PC Pro (Teacher must have signed proctoring agreements on file.)

Marketing

IRC ASK – (cut score 70%)
TSA Cooperative Education Employability Skills– NOCTI – Workplace Readiness (Approved for CCE programs)
TSA Entrepreneurship – MBA Research
TSA Marketing End of Program – MBA Research
TSA Workplace Readiness – NOCTI (CCE programs only)

IRC/TSA FAQ

1. Is a TSA assessment required for Perkins?
   Technical Skill Attainment (TSA) is no longer a core indicator of performance in Perkins V; therefore, districts are not required to test CTE concentrators for Perkins purposes. However, it is important to note that TSA/Industry Recognized Credential (IRC) is one of the requirements for student attainment of the CTE Certificate, which provides students with the necessary technical and employability skills to be prepared for an entry-level career or additional training in a technical field. In addition, IRC attainment is still in place for the Missouri School Improvement Program (MSIP) as one of the qualifiers under Performance Standard 3: Indicator 4 College and Career Readiness (CCR).

2. What is a TSA?
   A TSA, Technical Skills Attainment, is an exam that is given to a student after he/she earns two credits in a sequence that lead to a career path. If the student plans to take more credits in his/her sequence of courses, postpone the administration of the exam until no further credits in that sequence will be earned. [Example] A student is a concentrator, has earned two credits in the finance cluster, he plans to take IB Economics his senior year, do NOT test him his junior year. He should be tested his senior year after the course is complete. If you know for a fact that a student will not take another course that aligns with his/her sequence of courses, he/she may be tested his junior year.

3. What is the definition of a concentrator?
   A secondary concentrator is a student who has completed at least two courses in a single career and technical education program of study. A course is defined locally as a series of lessons that equal one credit. For business and marketing programs, it is two full credits in a career cluster.

4. What is the definition of a completer?
   A completer is a concentrator that graduates or earns a GED during the reporting year.

5. What is program completion?
   Program completion is defined locally, but should consist of a combined sequence of courses totaling three or more units of credit.

6. What if our school has no concentrators?
   This will be handled case-by-case with each school district. DESE staff will follow-up with each district not submitting any concentrators and try to determine, along with the school and Fiscal Agent, the reason for the lack of concentrators.

7. Could a secondary student take a technical skill assessment their sophomore or junior year?
   Yes, if a student is a concentrator and completes a program prior to his/her senior year, he/she can take the technical skill assessment. Remember that a TSA is no longer required for Perkins but is an option in earning the CTE certificate.

8. How do you determine if the student passes or fails the assessments?
   1) Industry provides a pass/fail cut score.
   2) If industry does not provide a cut score, use the national norm. Students who meet or exceed the national norm are considered as passing the assessment. Those who are below the national norm are considered as failing the assessment.
   3) If the industry does not provide a cut score or national norm, the cut score is 65%. Those students meeting or exceeding 65% pass the assessment, those who don't, fail.

9. Which TSA or IRC exam does a student take if he/she is a concentrator in more than one area?
   You should always refer to the student's Individual Career and Academic Plan (ICAP) in determining which exam he/she will take. They do not need to test in both areas. The choice is ultimately the school district's decision.

10. Where can I view the total number of concentrators reported in my program?
    (Clusters: #4 Business, Management and Administration, #6 Finance, #11 IT, #14 Marketing) You can view statewide concentrator data via MCDS. Go to Reports and Resources tab at the top of the page. Choose the Secondary Concentrator Report within Career Clusters.

11. What are credits in a sequence?
    A sequence is defined as a series of courses that build upon each other, show a relationship, and assist students in developing knowledge and skills leading to postsecondary education or employment.

12. Do the two credits earned to be classified as a concentrator have to be in the same cluster?
    Yes, the credits earned must be in the same cluster. Remember that the courses the student takes must build upon each other, show a relationship, and assist them in developing knowledge and skills leading to postsecondary education or employment.

13. Does Personal Finance count as a credit in the sequence?
    Yes, it counts as a credit if taught in an approved CTE program. Personal Finance is in cluster #6, Finance.

14. What is the cut score for each exam?
    The cut score is typically the national average. Please refer to the testing vendor for this information.

15. The history teacher teaches Personal Finance. Does that credit count toward the two credits to be a concentrator?
    The teacher must be a properly certificated CTE teacher currently teaching in a CTE program area to count the credits as CTE credits. This applies to all business courses, not just Personal Finance.

PROGRAMS OF STUDY

Program of Study Purpose

The primary purpose of Programs of Study is to provide successful student transitions between secondary and postsecondary education. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 called upon states and LEAs to create secondary-to-postsecondary sequences of academic and career education coursework that lead students to attain a postsecondary degree or industry-recognized certificate or credential.

At a minimum, Programs of Study must

- incorporate and align secondary and postsecondary education elements.
- include academic and CTE content in a coordinated, non-duplicative progression of courses, and offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits.
- lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

A Program of Study provides

- smoother transitions for students as they move from secondary to postsecondary education and into the workforce. This helps students avoid pitfalls that tend to derail their career plans, and waste tuition money.
- opportunities for teachers at all levels and subjects to collaborate on curriculum, methods, and desired outcomes of instruction. The process empowers teachers by allowing them to design effective and efficient instruction that helps their students achieve their goals.
- goals and plans to achieve them allowing students to be more invested and motivated in their studies.

Program of Study Implementation

The development of Programs of Study is a collaborative effort among schools and colleges to seamlessly coordinate classroom instruction and support experiences and activities for a particular career cluster or pathway, which includes career and technical student organizations, career development and guidance, and community participation. It is built upon a curriculum that addresses cluster/pathway knowledge and skills, as well as national and state academic standards.

Development of Programs of Study can be accomplished by

- contacting your Tech Prep Coordinator for assistance;
- utilizing the 10-Step Process to Implement Programs of Study in Missouri; and
- reviewing and completing the appropriate Programs of Study Implementation Modules.

Who is Involved in the Process?

- District curriculum directors
- Career education directors
- Career education teachers
- High school principals
- Academic teachers
- Guidance counselors
- Community college faculty and administrators

Individual Career and Academic Plan (ICAP)

Every student – not just some – must set educational goals and create a college and career roadmap for success in high school and beyond. This roadmap, ICAP, includes development of a flexible career focus and an

education plan that is clearly defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the world of work.

An ICAP is a student's scope and sequence of coursework and related activities based on their chosen Career Path or Career Cluster.

The foundation of the ICAP is the school-approved program of study for the student's Career Cluster. It is a roadmap that includes graduation requirements, approved coursework for the student's educational and career goals and developmentally appropriate, work-based learning experiences.

An ICAP is developed cooperatively with the student and the student's counselor, teachers, and family members. The plan is reviewed at least annually and is revised as needed.

CTE CERTIFICATE (CTEC)

CTE Certificate Criteria Website

CTE Certificate FAQ

The requirements for the CTE Certificate are as follows:

1. Meet all requirements set forth in state and local board of education policies related to earning a high school diploma.
2. Qualify as a CTE concentrator.
3. Maintain a minimum grade point average of 3.0 on a 4.0-point scale in the CTE area of concentration as defined on the student's individual career and academic plan.
4. Pass an approved TSA and/or earn an approved IRC aligned with the student's CTE area of concentration.
5. Complete a minimum of 50 hours of appropriate work-based learning experiences aligned with the student's CTE area of concentration. Work-based learning experiences may include Registered Apprenticeships, Cooperative Career Education programs, internships, clinical settings, job shadowing, entrepreneurial experiences, school-based enterprises, structured business/industry field trips, service learning or other opportunities that provide students with real-time, authentic work experiences.
6. Maintain at least a 95 percent attendance record overall for grades 9-12.
7. Demonstrate attainment of soft-skills/business skills. The requirement can be met in one of three ways:
   - Active participation in a Career and Technical Student Organization during the junior or senior year; or
   - Score at proficient or advanced level on a district-developed or adopted softskill/ethics assessment during the junior and/or senior year; or
   - Three or more letters of recommendation, from at least three different business or industry employers or other individuals who have knowledge of the student and can assure that the student has a high level of soft-skill efficacy and is career ready. Letters may not be from a relative or student.
8. Achieve a score at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT®, SAT®, ACT-WorkKeys®, or the Armed Services Vocational Aptitude Battery as determined in the most current MSIP performance standards. Schools are to use the .75 weighted measures described in the Assessment Scores Matrix as the standard. This matrix is found in Appendix C of the MSIP 6 Comprehensive Guide to the Missouri School Improvement Program, 2016.

first eligible class is the class of 2021

PROGRAM ADVISORY COMMITTEES

A **required** advisory committee is a group of persons selected to collectively provide recommendations and advice regarding career education and/or workforce development at the secondary, postsecondary, and adult levels. Members are predominantly from outside the field of education and are selected because of their expertise and experience in business, industry, and labor. Their purpose is to collectively act as consultants and provide service to schools, students, and educators regarding current job skills, employment trends, program delivery needs, and the relevance of the program's curriculum. Because career education programs must be an integral part of the community in which they exist, it is necessary to have close cooperation between the school and those in the workforce. One of the most effective ways of providing this link between the community and school is through the career education advisory committee.

Importance of Advisory Committees

- Advise on goals of the career education program
- Advise on performance standards for student achievement
- Assist with program evaluation
- Assist with short-term and long-term strategic planning
- Advise on curriculum, equipment, and facilities
- Assist with public relations activities
- Assist with student recognition
- Advocate for the program
- Provide work-based learning experiences as well as work-site transition experiences
- Assist with career and technical student organization activities

Benefits of Utilizing an Advisory Committee

- Providing current occupational information and trends
- Focusing on the competencies (knowledge and skills) necessary for students to succeed in the workplace and skills needed to compete in the global marketplace (what students should know and be able to do)
- Placement of graduates or students enrolled in Supervised Business Experience (SBE) and Supervised Marketing Experience (SME), identifying job opportunities including internships, worksite observations, and visits as well as placements
- Conducting mock interviews and providing critique and encouragement so the student learns what to improve and how to make the necessary changes
- Promoting constructive and necessary equipment and technology change recommendations within programs
- Members can use resources for classroom instruction to lead instruction in areas such as team building, leadership, and interpersonal skills
- Members serve as a link with the employment community but they also learn about your program and tell others

Operational Guidelines

Establishing an advisory committee begins with the business and marketing instructor(s) and school administrator discussing the roles, functions, and purposes of an advisory group. They should also discuss the organizational structure and procedure for establishing such a group. As part of the preliminary planning, a written statement of policy regarding the operating guidelines of the partnership should be written to ensure continuity in how the partnership is created and maintained. Formal policies also provide an important foundation if the process is challenged.

Operational guidelines consist of the goals, objectives, rules, and procedures of the partnership. The guidelines are developed initially by the LEA during the planning and organizing for forming the partnership. During the first or second meeting of the advisory committee, the operational guidelines should be finalized and adopted. The operating guidelines should include the following:

- Name and purpose of the partnership
- Number of members
- Manner of selecting members
- Term limitation for membership
- Provision for eliminating inactive members
- School personnel representation at meetings
- Special working groups
- Officers and their duties
- Requirements of meeting minutes
- Number and frequency of meetings
- Length and time of meetings
- Place of meetings
- Preparation of the agenda for meetings
- Method of calling special meetings

Selection of Members

In order for the advisory committee to serve as a means of effective communication between business and marketing programs and the citizens to be served, the membership must be representative of the total school service area. Keep in mind that specific funding sources (Perkins, for example) have requirements as to the make-up of the advisory committee. Be sure to be in compliance with the legislation as members are selected to serve on the advisory committee.

Members may be selected to represent:

- All types of business and industry, particularly those predominant in the area
- Labor and management
- Geographical sections of the school service area
- Parents of career education students
- Current and former career education students
- Career education administrators, educators and researchers
- Guidance and counseling professionals
- Teachers--including elementary and middle school teachers, academic teachers and tech prep instructors
- Various age and education levels
- Special populations--individuals with disabilities, economically disadvantaged families, preparing for nontraditional careers, displaced homemakers, etc.

This representation will enable the advisory committee to reflect the points of view of the various segments of the community being served by career education, business and marketing education. In addition, a career education instructor and representative of the administration should serve as non-voting consulting members. Although the administrative representative need not be present at all meetings, all business and marketing instructors should be in attendance at all meetings to provide information and participate in discussion.

Advisory Committee Meetings

Organized meetings are the key to a successful advisory committee. Considerations should be given to the frequency of meetings, a regularly scheduled meeting date and a well-planned agenda for each meeting. A notification of the meeting date and an agenda should be sent to members well in advance.

Agenda items could include:

- Roll call
- Approval of previous minutes
- Introduction of guests
- Unfinished business summarization
- New business and reports of special interest
- Miscellaneous discussion
- Adjournment

As the official record of the advisory committee's activities, minutes should be provided to all members. Minutes generally include a listing of those who attended the meeting, a summary of each issue that was discussed, and any decisions or recommendations that were made.

A well-organized advisory committee will develop goals to address issues or concerns identified by the members. Once the goals are identified, the discussion can be more specific in terms of exactly what it is the group will accomplish. The activities on the plan of work can then be incorporated into the agendas for each meeting.

Recognize Advisory Committee Members

Since members of the advisory committee are not paid, it is essential to recognize members for their efforts. The best types of rewards or recognition are those that can increase productivity, improve the group's interaction and increase member satisfaction. One of the best rewards is to ask for advice and respond to it. It is also important to make the public aware of the activities of the advisory committee and their efforts to improve the career education business and marketing programs.

Sample Meeting Agenda

Business and Marketing Education Advisory Meeting
November 17, 20___
7:00-8:00 p.m.
Business Classroom 402

- Call to order
- Introduction of members
- Purpose of meeting/role of members
- Overview of business education program
    - Courses offered
    - Curriculum content
    - Equipment/facilities
    - DECA/FBLA
    - SBE/SME (supervised marketing employment)
- Discuss employment needs in the community region
- Discuss skills of employees in various business occupations
- Discuss agenda topics for next meeting (promotion of business and marketing education, recruitment of students, identify possible field trips, develop a speaker resource list, etc.)
- Adjourn

Sample Invitation Letter (Body)

Your experience and demonstrated competence has led to your recommendation for membership on the Career Education Business and Marketing Advisory Committee. The committee is composed of outstanding business, industry and civic representatives from our community. It works to forge closer cooperation between business and education by continually improving the career preparation of students. Your insight into training needs and competencies would be of great value.

(The middle paragraph should include information about number of meetings per year, types of items on the agenda, etc.)

You are invited to become a member of the Committee. Your three-year term would begin on July 15. Please consider this invitation and inform me of your decision by May 15. I look forward to working with you. Please contact me at (direct phone number) or (e-mail address) to let me know whether or not you are available to serve on the committee.

PLANNING AND CONDUCTING A STUDENT FOLLOW-UP STUDY

The focus on most program improvement efforts should be on the product or the outcomes of the business or marketing education program. This emphasis demands that we look at the former students of the program to help us determine its effects. One excellent way of securing information about former students is to conduct a follow-up study.

What is a Follow-Up Study?
A follow-up study is a procedure for collecting pertinent data from or about individuals after they have had similar or comparable experiences. It is important to remember that "follow-up" implies the collection of data about something which has already taken place. In other words, students are asked to look back and consider how the business or marketing education program either prepared them or failed to prepare them for their future work or educational endeavors.

It should be noted that follow-up studies do not provide all the answers needed for evaluating programs. They are, however, one important component of a larger design for evaluating the total educational endeavor.

Why Conduct a Follow-Up Study?
Generally, a follow-up study is used to obtain information about the extent to which the objectives of the business or marketing Education program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the program prepared them for career-sustaining employment and further education.

Some of the major reasons for conducting follow-up studies include:

- to determine the number and types of employment which former students entered locally and regionally on a part-time or full-time basis.
- to learn the extent to which former students have made use of their career education.
- to discover the extent of the mobility among former students.
- to determine how the business or marketing Education program or teacher could be of further assistance to the former students relative to counseling, placement and/or education.
- to discover the extent to which to former students are taking advantage of available postsecondary and adult educational opportunities.

It should be remembered that information obtained from follow-up studies has some limitations because the respondents generally have a limited knowledge of alternatives and each respondent reacts from a different frame of reference. One important factor is that respondents will be reacting to the program as they knew it. If changes have been made since the former students left the program, they may be unaware of them. Hence, the interpretation of data and comments from students must take these changes into account.

Determining the Follow-Up Procedure
Online and mailed questionnaires are the most frequently used approaches. The problem of non-respondents, however, is a major shortcoming of this questionnaire procedure. Several research studies have revealed that students in the lower percentile of their class tend to return a lower percentage of questionnaires than students in the top percentile of their class.

If the evaluation effort is to be successful and valid, feedback must be secured from all who participated in the program and not just the successful graduates. Therefore, it is very important that all former students be made to feel that they are valuable members of the group.

One approach to conducting follow-up studies which has proven successful is the interview, conducted either in person or by phone. Personal interviews are probably the most desirable kind of follow-up. They can, however, be expensive and require a great amount of the teacher's time.

The telephone interview can be used effectively. You are more limited in the amount of information which can be obtained, but the telephone interview may be the only workable procedure for some segments of the population. Often, a combination of mail questionnaires and personal interviews with a sample of non-respondents is used.

Determining the Group to Follow-Up

Former students being surveyed should have been out of school a sufficient length of time to be able to reflect on the relevance and helpfulness of their previous educational experience. The student who graduates in the spring of the school year should be surveyed during the early part of the following fall semester. This provides the graduate time to become established in either employment or further education.

It must be remembered, however, that the longer former students have been out of school, the greater problem they will have in separating the value of their formal education experience from the influence of other educational activities. Also, the longer they are away from school, the less valid their judgments about the current business or marketing education program are likely to be.

Procedures for Conducting the Follow-Up

A technique which is gaining popularity is to send a card or letter to the former student prior to mailing a follow-up questionnaire or putting it online. The purpose of this card or letter is to alert the former students that they will soon be receiving an important questionnaire which they are urged to complete and return as soon as possible or complete online.

The following mailing pattern is suggested at two-week intervals:

- First mailing—"alert" card
- Second mailing—follow-up questionnaire, cover letter, and return envelope (stamped and addressed)
- Third mailing—second request follow-up questionnaire, second cover letter, and return envelope (stamped and addressed)

The cover letter should be printed on school letterhead and should be signed by the teacher. It is harder to resist a letter that has been personally addressed and signed than it is to resist a greeting from a computer. A stamped, self-addressed envelope should always accompany the follow-up instrument and cover letter.

Timing is important in conducting a follow-up study. There is a slight preference for the early part of the week; mailings should arrive on Monday or Tuesday. Avoid periods of "stress" such as middle of April, vacation times, holidays, etc.

When using a multiple mailing approach, it makes sense to use a different strategy on the first and second mailings. Some people are early-in-the-week performers, others late-in-the-week performers. If you tried to reach them early in the week on the first mailing, try for an end of the week arrival on the subsequent mailing so the letter arrives on Friday or Saturday. Remind respondents of the date by which the questionnaire should be returned. It is recommended that the respondents be given a two-week period in which to return the follow-up questionnaire.

Cover letters should be printed on letterhead and envelopes should have a return address with which the former students can easily identify. The physical appearance of the materials sent to former students should be of professional quality and should be designed to arouse interest.

Another option would be to collect information using online forms, such as Google Forms.

Locating Former Students

One of the most difficult problems often faced in conducting a follow-up study is locating the former students. One of the best methods of maximizing returns is the advance orientation of students who will be asked to respond to questionnaires at a later date. Before students leave your program, tell them that they will be receiving a follow-up questionnaire through the mail during the fall of the year. If at all possible, review the questionnaire and its purpose with them so they can raise any questions they may have.

Sample Alert Letter (Body)

In the near future, you will receive a questionnaire concerning your experiences since leaving our school. I would appreciate your cooperation in completing and returning the questionnaire. The questionnaire is designed to aid in improving our Business/Marketing Education program for the future. Your responses to the questions will be of tremendous aid to us and to the students now enrolled in the program. Your answers will be kept in strictest confidence.

I look forward to getting your response!

Sample Cover Letter (Body)

Each year the faculty and administration of_____(High School or Career Center) ask our graduates to evaluate the Business/Marketing Education program.

As a graduate of the Business/Marketing Education program, you are being asked to participate in a follow-up study. A summary of where our graduates are currently employed or enrolled in post-secondary education is necessary for continued funding of our program. We also need your suggestions as to how we can make the Business/ Marketing Education program better.

You will make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information you supply will be treated in strict confidentiality. Please take a few minutes to complete this form and return it in the enclosed envelope by_____.

Thank you for your help. If I can be of any assistance to you, please contact me.

Sample Second Request Cover Letter (Body)

The response to our request for information from former students of the Business/Marketing Education program has been most gratifying. The returned questionnaires are being analyzed and I hope to have the report completed in a few weeks.

Perhaps the first questionnaire we sent to you has been misplaced, so I have enclosed another for your convenience. I hope to have all of our former students respond so that the results will be as accurate as possible.

Please use the enclosed envelope to return the completed questionnaire today. Thank you for your cooperation!

SAMPLE FOLLOW-UP SURVEY OF CAREER EDUCATION BUSINESS/MARKETING EDUCATION GRADUATES

Information

NAME	**ADDRESS**
CITY/STATE/ZIP	

TYPE OF CAREER EDUCATION INSTRUCTION YOU RECEIVED AT YOUR HIGH SCHOOL OR CAREER/TECHNICAL CENTER

- ϒ Business Management and Administration
- ϒ Finance
- ϒ Information Technology
- ϒ Marketing

PRESENT EMPLOYMENT STATUS

ϒ Employed full-time in field (or related field) of study
ϒ Employed part-time in field (or related field) of study
ϒ Other unrelated full-time employment (see below*)

ϒ Unemployed
- ϒ Seeking employment
- ϒ Not seeking employment

ϒ Unavailable
- ϒ Attending school
- ϒ Not seeking employment

Which of the following addresses why you took a job outside the field of study?*

- ϒ Could not find job in area of study
- ϒ Inconvenient location of available jobs in area of study
- ϒ Lacked skills required in area of study
- ϒ Type of work desirable
- ϒ Better salary
- ϒ Other

DID YOU RECEIVE JOB PLACE ASSISTANCE FROM YOUR HIGH SCHOOL OR CAREER/TECH CENTER? ϒ YES ϒ NO

PRESENT JOB TITLE	**HOW LONG HAVE YOU BEEN EMPLOYED AT PRESENT JOB?**
MOST DIFFICULT DUTIES	**MOST COMMONLY USED SOFTWARE**

WHAT UNITS OF STUDY IN YOUR BUSINESS EDUCATION CLASSES WERE MOST HELPFUL? WHY?

WHAT UNITS OF STUDY IN YOUR BUSINESS EDUCATION CLASSES WERE LEAST HELPFUL? WHY?

DID THE BUSINESS COURSES/PROGRAM PREPARE YOU IN THE FOLLOWING AREAS TO MEET YOUR EMPLOYER'S REQUIREMENTS?
Place a checkmark (✓) by the correct response (N/A = Not applicable to job)

	Yes	No	N/A		Yes	No	N/A
Cable Wiring/Installing				Keyboarding*			
Calculators				Loading Software			
Chart and Graph Preparation				Machine Transcription*			
Composition (letters, etc.)				Network Management			
Computations/Verifications				Presentational Software			
Computer Programming				Problem-solving			
Configuration Routers				Processing Mail			
Copy/Fax Machine				Proofreading			
Database Software				Records/Reports Compilation			
Decision-making				Spreadsheet Software			
Desktop Publishing				Stress Management			
Editing/Revising				Tasks Prioritization			
Electronic File Management				Telephone			
Electronic Forms				Text/Graphics Scanning			
Electronic Mail				Time Management			
Filing (Manual)				Website Development			
Grammar and Punctuation				Word Processing			
Human Relations				Work Habits			

* Did your employer have a requirement related to this skill? ϒ YES ϒ NO If so, please specify.

RECOMMENDATIONS TO IMPROVE EFFECTIVENESS OF CAREER EDUCATION AT YOUR HIGH SCHOOL, CAREER/TECH CENTER?

MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP)

The Missouri School Improvement Program has the responsibility of reviewing and accrediting the 522 school districts in Missouri. The process of accrediting school districts is mandated by state law and by State Board of Education regulation.

DESE believes high expectations, a clear vision, and a few very focused, high impact goals will be critical to drive the improvement efforts necessary to bring about positive results.

MSIP 6 Policy Goals

- Articulate the state's expectations for student achievement with the ultimate goal of all students graduating ready for success in college and careers;
- Distinguish performance of schools and districts in valid, accurate, and meaningful ways so that districts in need of improvement can receive appropriate support and interventions and high-performing districts can be recognized as models of excellence;
- Empower all stakeholders through regular communication and transparent reporting results; and
- Promote continuous improvement and innovation within each district.

MSIP Standard Information

MSIP 6 Performance Standard 3: Indicator 4 - College and Career Readiness (CCR) (K-12 LEAs only) — The district provides adequate post-secondary preparation for all students.

- The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB) or Technical Skills Attainment (TSA) assessments, and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.

POSTSECONDARY INTEGRATION

Jobs that will dominate the U.S. economy require "at least a high school education; more likely, though, they require some level of postsecondary education and/or training, resulting in a two- or four-year degree, an industry-recognized credential, a certification or some other terminal indication of mastery," according to an affiliate of the U.S. Chamber of Commerce (Institute for a Competitive Workforce, 2008).

To flourish in a dynamic, global economy, every student deserves an education that culminates in 21st-century readiness for college, careers, and civic participation. Many students need additional preparation to handle the increasingly higher expectations of postsecondary education, employment or civic responsibility.

Curriculum integration has the potential to enable students to achieve higher levels of both academic and occupational competency. The major thrust of curriculum integration efforts at the high school level typically combines the best curricular and pedagogical processes and practices of both the academic and the business and marketing education curricula. This combining of curricula helps reinforce and ensure that students learn both the theory and the application of the specific content areas involved. This intensified learning strengthens students' workplace readiness, furthers their postsecondary educational opportunities and ultimately enhances their quality of life.

Page 9 of the Graduation Handbook has additional information pertaining to dual credit, dual enrollment and dual counting for state aid of high school juniors and seniors in college courses.

Improving Transition
Students' high school experiences often do not prepare them adequately for postsecondary education and the world of work. Special attention should be paid to increasing the rigor, relevance, and engagement of the high school curriculum, including for students who have traditionally faced barriers to successful postsecondary transitions.

A number of promising approaches are available to improve transitions from high school. Consider each of the following in creating a seamless transition for your students.

- Is your high school curricula aligned with graduation standards and assessments with the expectations of postsecondary educational institutions and employers?
- Is your high school being held accountable for increasing the percentage of graduates who complete a curriculum that prepares them for postsecondary education, and do they intervene early, when students are developing their college and career aspirations?
- Do your courses emphasize rigor and high expectations for students, along with appropriate counseling and other support?
- Are you integrating strong academic content in your career-focused classes?

Dual Credit Option
For programs interested in dual credit agreements, be aware that dual credit programs should reflect a commitment to high quality and integrity. The primary purpose of offering dual credit courses is to deliver high-quality introductory college-level courses to high-performing high school students. Each dual credit course should involve the same academic rigor and evaluation criteria as that of its campus-based equivalent.

Dual credit programs are established through an arrangement between a high school with an established need and a Missouri institution of higher education. High schools and institutions providing dual credit courses should work cooperatively to ensure that students enrolled in those courses meet minimum qualifications as outlined in the dual credit agreement(s).

Based on prior academic performance, high school students should demonstrate a high likelihood of success in dual credit courses. In addition, students in dual credit courses should have access to student services and academic support similar to those accorded students on the traditional college campus (i.e., advisors, adequate library services, and other resources requisite for college-level academic performance).

Articulation of Instruction
Articulation is achieved through competency-based curriculum at all levels, with instructors agreeing on performance standards. Teachers at all instructional levels, who teach similar K-16 courses, work together to ensure students move with continuity and without hindrance through all levels of the education process. This is accomplished by developing Programs of Study. Educators should look at similarity of all courses, elementary through postsecondary, to ensure that students achieve a higher competency level with each course.

Articulation agreements should be developed between secondary and postsecondary business instructors to ensure a seamless transition to an associate or bachelor's degree. Such articulation agreements help students. Agreements may include grading methods, content requirements, secondary and postsecondary course listing, grading requirements, postsecondary application procedures, program administration and review, methods of recruitment and student support, portfolios, and signature by major stakeholders. (Curriculum Integration: Optimized Learning for High School Students, Jim Mansfield and Lonnie Echternacht, 1999 NBEA Yearbook)

It is vital that your school collaborates with postsecondary institutions, economic development agencies and employers to help create smoother transitions to college and the workforce.

The following links may be useful for students as they prepare for postsecondary options.

- Missouri Connections – Open the door for career awareness and exploration, search and compare colleges, prepare for transition to postsecondary education, and the world of work. Students can use the online system at no charge.
- Imagine American Foundation – Scholarships and financial aid for education, sector research and honors achievement in career education, and promotes the benefits of careers.
- Mapping your Future – Information on financial strategies, career options, and college planning

Articulation Agreements vs. Dual Credit
Articulation agreements are written contracts between a secondary school and a postsecondary institution in which specified high school courses are aligned with corresponding courses at the postsecondary institution. Upon completion of the high school course and the subsequent enrollment of students at the postsecondary institution, students will be awarded college credit as specified within the agreement.

Dual credit courses are courses taught on the high school campus in which the student is concurrently earning both high school and college credit. The student is awarded college credit immediately upon completing the course and the course is placed on the transcript of the college offering the course. Students do not have to enroll in that college after graduation to receive the credit.

Dual enrollment is defined as high school students taking postsecondary classes and who are physically present on the postsecondary education campus for those classes.

Page 42 of the Graduation Handbook has additional information pertaining to dual credit, dual enrollment, and dual counting for state aid of high school juniors and seniors in college courses. Find the Graduation Handbook here.

FUNDING

50/50 Reimbursement

50/50 Career Education Grant funds are available for improving Career and Technical Education programs through the purchase of **EQUIPMENT** or **CURRICULUM ENHANCEMENT** resources. Monies are available on a 50 percent matching basis (50 percent local district reimbursement and 50 percent state reimbursement). The district may NOT use Enhancement Grant funds or Perkins funds to match the funding of the 50/50 reimbursement.

50/50 applications are accepted throughout the school year as long as funding is available.

Funding Requirements

- Consistently maintain **all** components of an approved program, as outlined in *Assurances* section found on the *Application for Approval of Career Education Programs* application.
- Teacher must be appropriately certified in Business or Marketing
- Advisory committee provided input into funding request (documentation on file with LEA)
- CTSO is affiliated at the state and national level (Business - FBLA, Marketing - DECA)
- Complete the CCQI review every odd year for your department (FY2025, FY2027, FY2029)
- Offer three sequential credits from the approved business or marketing career cluster course list each year
- Submit a completed Career Education Equipment/Educational Resource Information Form, along with the completed FV4 each year

Unapproved Items

1. Annual/reoccurring licensing or subscription fees, except curriculum or materials needed to aide in the implementation of the curriculum
    a. Multi-year subscriptions are typically cheaper than paying for a one-year subscription per student. If these subscriptions are to be used ONLY in the classroom stated on the information form, an allowance may be made for this purchase in an effort to ultimately save funding monies. Please contact the 50/50 coordinator directly to answer questions about your specific request of this nature.
2. Facility improvements or repairs (cabinets, flooring, air conditioning, wall removal, construction, etc.)
3. Fax, classroom printers, copying machines, or scanners
4. Furniture (for teachers or students)
5. Items requested that will be used by others in your district
6. Items under $200, with the exception of software. Items under $200, except software, can be purchased as a part of a bundle. The invoice MUST show the bundle price not a unit price showing under $200 per item.
7. Service contracts/maintenance agreements
8. Consumable items (i.e., paper, toner, ink)
9. Items that cannot be used in current year (max amount not to exceed highest average enrollment)
    a. EXAMPLE: Computer Applications average 3-year enrollment is 25. 50/50 funds can be used to purchase a quantity of 25. If it is cheaper to purchase a quantity of 100, the total expenditure should then be the unit price of each item multiplied by 25.
10. Keyboarding software or materials
11. Testing related purchases, such as licenses and exams
12. School store merchandise for inventory or school store website subscriptions
13. Drones, 3-D printers
14. Computer monitoring software (i.e., Go Guardian, AristotleK12, Blocksi)

50/50 Forms

- FV4: An FV4 is a form submitted to apply for funds.
- FV2: An FV2 is a form submitted to receive reimbursement.
- 50/50 Career Education Equipment/Educational Resource(s) Information Form: Referred to as "information form", this form requests information pertaining to the program, teacher and relevance of the item(s). Information contained in this form will help to determine the quantity and type of items received. A completed Information Form must be submitted each year, along with a completed FV4, before any items will be approved.

50/50 Definitions and Clarifications

- All forms must be emailed to dese.bmit@dese.mo.gov. Do NOT fax or mail.
- You must submit one FV4 per classroom.
- You must submit one information form per classroom.
- The "school district/LEA contact" listed on the information form is the person who can answer questions relating to the submitted 50/50 paperwork.
- 3-Year Average Enrollment (Example): You taught three credits (3 different classes) of Computer Apps all year long during the past three school years.
  - Enrollment year 1: 20, 23, 25 (AVERAGE: 23 – rounded up)
  - Enrollment year 2: 22, 23, 28 (AVERAGE: 25 – rounded up)
  - Enrollment year 3: 20, 26, 18 (AVERAGE: 22 rounded up)
    - AVERAGE ENROLLMENT = 24 (rounded up)
- Please email dese.bmit@dese.mo.gov if you are unable to expend any of or only a portion of the funds approved on the FV4. This will allow us to reallocate those funds.
- You can submit FV2 with proof of purchases (receipts, paid invoices with a zero balance, copies of checks, and credit card statements) any time after all purchases have been received. Please submit only one FV2 per FV4.
- Once items are approved on the FV4 they cannot be changed. If you list a specific brand or model on the FV4, that is the brand or model you must purchase.
- We will only reimburse up to the approved amount on the FV4. (Example): If you quoted $250 per item, but when you went to purchase that item, it now costs $275 per each. We will only reimburse up to what was originally quoted. So, in this instance, $250. Local funds will have to cover the overage of $25 per item.
- We will only reimburse the quantity of items approved on the FV4. (Example:) If you quoted 20 laptops at $250 each ($5000) on the FV4, then when you went to purchase the 20 laptops, they are now $200 each ($4000). You cannot use the $1000 difference to purchase five more laptops at $200 each or use it to cover overages on other items listed on the FV4. That $1000 difference will be reallocated in the second round of funding.

QUANTITY

Items requested on a 1:1 basis are based on the previous three years' average course enrollment. There are two exceptions:

1) If students in various classes need their own unique login, the teacher may request an online subscription for each student. **Please note this on FV4.**
2) Replacing Desktops Computers, Laptops, iPads, Tablets?
   a) Enrollment in Personal Finance does not factor in the granting of devices on a 1:1 basis due to it being a required course for all high school students and not CTE specific. The next largest 3-year course enrollment average will be used to determine the number of 1:1 devices awarded. (Example): Your 3-yr personal finance average enrollment is 25. The next largest 3-yr course enrollment average is 15 for Computer Applications. You will be awarded 15 devices. We can't guarantee that the personal finance course will stay within the CTE area for a minimum of three years, as anyone can teach the course and is not CTE specific.

TIMELINE

July 1 — FV4 and information form due (1st round)

February 1 — FV2 and invoice(s) due (1st round approval)

- *Signed originals of the FV2 found here*
- *Both FV2s must have the original signature of the appropriate school district official.*
- *All invoices for equipment costing over $1000 per unit, must show the model and serial numbers.*
- *Invoices should not contain any breakdown of bundled pricing but should reflect the same amounts as submitted on the FV-4.*

FV4 and information form due (2nd round)

February 1 — FV2 and invoice(s) due (2nd round approval)

April 30

* Equipment in Career Education programs should reflect equipment currently used in business and industry. All equipment purchased for the approved career education program must be located in the approved program for a minimum of three years.

Please be advised that all State funds granted to the sub-recipient are conditioned upon the availability and appropriation of funds by the Missouri General Assembly. These funds are subject to reduction or elimination by the Missouri General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the sub-recipient shall hold the Department of Elementary and Secondary Education (DESE) harmless for any reduction or elimination of State funds granted. In the event of non-appropriation or reduction of appropriation and notice, the sub-recipient shall immediately cease further expenditures under any State-funded project

BMIT CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

CTSOs provide essential opportunities for students to develop and refine the skills required in their chosen occupational area. Student conferences, competitions, workshops, community service, and other activities make education more enjoyable and effective. CTSOs may be fully integrated into the instructional program as a supplement to regular classroom instruction. When properly planned and conducted, CTSO activities strengthen learning in the classroom. Below are some of the benefits of DECA and FBLA-PBL.

FBLA is a **required** component of an approved business program and DECA is a **required** component of an approved marketing program.

DECA Advisor/FBLA Adviser

- creates linkages between students and business/industry leaders
- develops leaders who can be of assistance in the classroom
- enriches classroom teaching and motivating students to learn
- establishes rapport with students
- expands professional experience (networking)
- develops personal leadership

Student

- acquires a healthy, career-oriented competitive spirit
- acquires an appreciation of the responsibilities of citizenship
- acquires an understanding of the free enterprise system
- applies occupational competencies necessary to succeed in business
- develops problem-solving and decision-making competencies
- gains an awareness of social, civic, and business responsibility
- gains greater proficiency in communication
- gains leadership characteristics
- gains student-teacher rapport
- becomes goal-orientated
- increases employability skills
- learns first-hand from business leaders
- networking opportunities
- obtains more self-confidence and self-esteem
- receives scholarships
- travels and experiences outside of the classroom

Administration and School

- alignment of competitive events with national curriculum standards
- enhances student motivation to perform well
- helps students focus on college and careers
- increases student retention
- increases the likelihood of students pursuing post-secondary education
- maintains heightened visibility in the community
- provides relevance between school and the outside world
- supports in part by state and federal career education funds

Business and Industry

- builds student respect for work
- establishes the opportunity to assist in shaping school curriculum
- provides tax revenues on student earnings
- reduces employee turnover and training costs
- yields public relations benefits

DECA

DECA Website

What is DECA?
DECA Inc. is a 501(c)(3) not-for-profit student organization with more than 215,000 members in all 50 United States, the District of Columbia, Canada, China, Germany, Guam, Mexico, Puerto Rico and Spain. The United States Congress, the United States Department of Education and state, district and international departments of education authorize DECA's programs. The High School Division includes 200,000 members in 3,500 schools world-wide. DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe.

DECA enhances the co-curricular education of members through a comprehensive learning program that integrates into classroom instruction, applies learning, connects to business and promotes competition.

DECA's activities assist in the development of academically prepared, community-oriented, professionally responsible, experienced leaders.

Please visit www.missourideca.org for more information regarding Missouri DECA.

What does DECA do?
DECA provides avenues for personal and professional development in the 21st Century Skill areas of leadership, social skills, career awareness and community service. For over 70 years, Missouri DECA has provided services yearly to more than 8,000 students enrolled in 120+ Marketing and Cooperative Education programs throughout the state.

DECA, Inc. has 3 purposes: to assist state/provincial associations in the growth and development of DECA; to further develop education in marketing and distribution which will contribute to occupational competence; and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive, enterprise system.

DECA has impacted the lives of more than ten million students, educators, school administrators, and business professionals since it was founded in 1946. Their strong connection with our organization has resonated into a brand that people identify as a remarkable experience in the preparation of emerging leaders and entrepreneurs. DECA's programs and activities have constantly evolved as we use the latest technology and apply cutting edge educational research.

DECA Conferences

- Fall Leadership and State Officer Election Conference (FLC)
- State Officer Training Conference (SOT)
- Central Region Leadership Conference (CRLC)
- State CDC Planning Meeting
- State Career Development Conference (CDC)
- International Career Development Conference (ICDC)

DECA Contact Information

Missouri DECA State Office
205 Jefferson St.
P.O. Box 480
Jefferson City, MO 65102
573-751-4367

DECA Inc.
1908 Association Dr.
Reston, VA 20191
703-860-5000
Fax: 703-860-4013

FBLA Website

What is FBLA-PBL?
Future Business Leaders of America-Phi Beta Lambda is a national nonprofit 501(c)(3) education association with over 225,000 students preparing for careers in business and business-related fields. The association is based in Reston, Virginia and has four divisions:

- Future Business Leaders of America (FBLA) for high school students;
- FBLA-Middle Level for junior high, middle, and intermediate school students;
- Phi Beta Lambda (PBL) for postsecondary students; and
- Professional Division for businesspeople, FBLA-PBL alumni, educators, and parents who support the goals of the association.

Missouri FBLA-PBL has nearly 17,000 members in 500 chapters across the state, making it the second largest chapter in the nation. Missouri FBLA members are active at district, state, and national levels. The organization is hosted by the Missouri Department of Elementary and Secondary Education in Jefferson City, Missouri, under the direction of the state supervisor of business education.

FBLA-PBL inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. Intra-curricular activities include career exploration, civic service, economic education, and technical skill advancement. FBLA-PBL also works to encourage and support entrepreneurship.

What does FBLA-PBL do?
FBLA-PBL is an intra-curricular association of students, advisers, and business professionals. With a mission to bring business and education together, all activities created by the association promote business. Through conferences, students can engage hands-on with business and industry. Through competitive events, students can create their own work to showcase career and technical education skills. By running for local, district, state or national office, students can learn the value of leadership, teamwork, and personal development.

FBLA Conferences

- Creating Leaders and Unleashing Excellence (CLUE)
- Show Me Leadership Conference (SMLC)
- District Leadership Conferences (DLC)
- State Leadership Conference (SLC)
- NLC Bootcamp
- National Fall Leadership Conference (NFLC)
- National Leadership Conference (NLC)

FBLA Contact Information

Missouri FBLA State Office
205 Jefferson St.
P.O. Box 480
Jefferson City, MO 65102
573-751-4367

FBLA-PBL National Center
1912 Association Dr.
Reston, VA 20191
703-860-3334
Fax: 866-500-5610

BMIT FAQ

50/50

1. **What are the necessary forms?** The FV4 is the form you submit to request funds. You must also submit the information form. The FV2 is the form you submit for reimbursement. BMIT Website (see Funding & Forms tab)

2. **Who do I direct all my questions to regarding 50/50 money?** Direct your questions to dese.bmit@dese.mo.gov or leslie.crider@dese.mo.gov.

CCE

1. **What's the difference between CCE, SBE, and SME?** SBE and SME are programs under the cooperative career education (CCE) umbrella. SBE and SME must follow the guidelines outlined within CCE, but can also have additional guidelines that must be followed. Cooperative Education Handbook

2. **Can a student be enrolled in the work experience without being enrolled in the course?** No. Students must be enrolled in a DESE-approved career education program with classes which are concurrent with the off-campus experience. The related instruction may be less frequent than daily but must comply with the approved program standards. Refer to the Cooperative Education Handbook, credits

3. **Can students receive a wage when enrolled in a CCE program?** Students may or may not receive pay.

DATA

1. **What is my county district code?** Look up your county district code here.

2. **Can I name a course whatever I'd like?** Yes, the course name does not matter. As long as the course contains all the course objectives, you can name it what you would like. The course code is what matters.

3. **Where can I find information about CTE enrollment numbers?** Program Statistics may be found in the Program Enrollment Report.

4. **Do I have to follow up on every CTE student, even those who only took Personal Finance?** Students who take Personal Finance as a CTE course in grades 9-12 must be followed up on 180 days after graduation.

5. **I taught 6 business courses for a total of 4 credits. Why do you show I taught less?** The person responsible for entering data into Core Data may have missed the following important information. If the information is entered incorrectly, the BMIT section cannot change your data that is the responsibility of your district's Core Data person. All approved business courses must be coded to the program code 0204 (CTE column). All approved marketing courses must be coded to the program code 0404 (CTE column) and Cooperative Education coded to 0304. The credits earned per course (Crdt) must be entered as well.

PROGRAM SPECIFIC

1. **Does Personal Finance HAVE to be taught in the 11-12 grade?** It is recommended that the Personal Finance course be completed after the ninth grade because of the specific content and its relevance for persons reaching the age at which they must begin to assume financial responsibilities. However, grade level designations are not included in the Rule, so the grade level at which Personal Finance may be taught is ultimately an individual school district's decision. Although the Graduation Handbook does refer to specific grade levels at which the course is to be offered, that document is meant for technical assistance only.

2. **How many credits is each course worth?** The granting of credit is a local decision.

3. **Is my program approved?** Visit Career Education Approved Course List to see if your program is approved. You must know the county district code. See "Data" question 1 for your county district code.

4. **Who do I talk to about my certification?** Email teacher certification.

5. **Who do I talk to about the Enhancement Grant?** Lori Brown is the DESE contact. Email enhancement@dese.mo.gov or lori.brown@dese.mo.gov.